

**Basic Course Information**

Semester:	<b>SPRING 2019</b>	Instructor Name:	<b>Rosa Contreras</b>
Course Title & #:	<b>ESL 002 Grammar &amp; Comp.</b>	Email:	<b>rosa.contreras@imperial.edu</b>
CRN #:	<b>20304</b>	Webpage (optional):	<b>CANVAS</b>
Classroom:	<b>3300</b>	Office #:	<b>N/A</b>
Class Dates:	<b>Feb. 11 – June 6, 2019</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>Tuesday &amp; Thursday</b>	Office Phone #:	<b>(760) 587-3740</b>
Class Times:	<b>06:30pm – 09:00pm</b>	Emergency Contact:	<b>Email or Text Instructor</b>
Units:	<b>5 Units</b>		

**Course Description**

ESL 002 is a grammar class in an English-only environment designed for the low-intermediate ESL student. The course will cover grammar and simple sentence writing. (Nontransferable, nondegree applicable).

**Course Prerequisite(s) and/or Corequisite(s)**

ESL 001 or appropriate placement

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. *Write sentences in English with correct subject/verb agreement (ILO 1, ILO 2).*
2. *Correctly form and use verbs in a variety of tenses (ILO 1, ILO 2).*
3. *Demonstrate knowledge of, and ability to use, correct punctuation and mechanics (ILO 1, ILO 2).*

**Course Objectives**

***Upon satisfactory completion of the course, students will be able to:***

1. *Demonstrate the ability to write sentences, and a 5-7 sentence paragraph in one or more of the above-mentioned grammatical areas with correct grammar and mechanics.*
2. *Demonstrate ability to use adjectives in correct word order, adverbs of frequency, comparative, superlative, and equative forms.*
3. *Demonstrate competency in using there is/there are in affirmative, negative, and interrogative sentences, and with articles a/an.*
4. *Demonstrate competency in recognizing and using prepositions of time and location.*
5. *Demonstrate competency in using subject and object pronouns, and possessive adjectives.*
6. *Demonstrate competency in using nouns: singular, plural, count, and non-count including correct spelling and appropriate possessive forms.*
7. *Demonstrate mastery in using the modal “can” for ability; Demonstrate the ability to use modal verbs of – Ability (could) – Permission (can/may) – Possibility (may/might) – Advice (should/had better) – Necessity (have to/must)*

8. Demonstrate competency in creating statements and question in the affirmative, negative, and imperative forms in the following tenses: -simple present- present progressive- simple past- future- past progressive- “used to”
9. Demonstrate competency in using basic subject/verb agreement.
10. Demonstrate ability in classifying parts of speech and identifying parts of a sentence.

### Textbooks & Other Resources or Links

1. Elbaum, S. 2017. **Grammar in Context 1, 6<sup>th</sup> Edition** Cengage ISBN: 978-1-305-07537-5

### Course Requirements and Instructional Methods

#### Instructor Expectations:

-  Students who do not participate during week one are automatically dropped.
-  If you stop attending class, make sure to drop yourself from the class.
-  Work is to be turned in on the due date – **NO late work is accepted.**
-  Students are responsible for knowing and observing due dates for all assignments.
-  **Students are expected to attend every class meeting, participate in classroom discussions and activities.**

#### Late Work:

-  NO late work will be accepted under any circumstances.
-  Incomplete assignments automatically receive a zero.

#### Writing Assignments

-  Each writing assignment must be a minimum of 5-7 sentences.
-  Make sure to answer the questions asked.
-  Make sure to use correct capitalization, punctuation, and grammar.
-  PLEASE WRITE CLEARLY.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

<i>Assignment Descriptors</i>	<i>Points</i>
<b>Participation/ Class Assignments</b> ( 5 pts./Class Meeting)	<b>150</b>
<b>Writing Assignments</b> (10 assignments, 20pts. Each)	<b>200</b>
<b>Lesson Tests</b> (12 tests, 25 pts. Each)	<b>300</b>
<b>Midterm</b>	<b>150</b>
<b>Final</b>	<b>200</b>
<b>Total</b>	<b>1,000</b>

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for

minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies

strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

Date/Week	Activity, Assignment, and/or Topic	
<b>Week 1</b> Feb. 12 14	Syllabus & Introduction Lessons 1.1 – 1.5	
<b>Week 2</b> Feb. 19 21	Lessons 1.6 – 1.9 Lessons 1.10 – 1.11 *Writing Assignment 1	
<b>Week 3</b> Feb. 26 28	<b>LESSON 1 TEST;</b> Lessons 2.1 – 2.4 Lessons 2.5 – 2.7	*Writing Assignment 1 DUE 2/26
<b>Week 4</b> March 5 7	Lessons 2.8 – 2.10 Lessons 2.11 – 2.13 *Writing Assignment 2	
<b>Week 5</b> March 12 14	<b>LESSON 2 TEST;</b> Lessons 3.1 – 3.4 Lessons 3.5 – 3.9 *Writing Assignment 3	*Writing Assignment 2 DUE 3/12
<b>Week 6</b> March 19 21	<b>LESSON 3 TEST;</b> Lessons 4.1 – 4.4 Lessons 4.5 – 4.7 *Writing Assignment 4	*Writing Assignment 3 DUE 3/19
<b>Week 7</b> March 26 28	<b>LESSON 4 TEST;</b> Lessons 5.1 – 5.4 Lessons 5.5 – 5.7 *Writing Assignment 5	*Writing Assignment 4 DUE 3/26
<b>Week 8</b> April 2 4	<b>LESSON 5 TEST;</b> Lessons 6.1 – 6.3 Lessons 6.4 – 6.6 *Writing Assignment 6	*Writing Assignment 5 DUE 4/02
<b>Week 9</b> April 9 11	<b>LESSON 6 TEST; Midterm Review</b> <b>MIDTERM;</b> Lessons 7.1 – 7.5	*Writing Assignment 6 DUE 4/09
<b>Week 10</b> April 16 18	Lessons 7.6 – 7.10 *Writing Assignment 7 <b>LESSON 7 TEST;</b> Lessons 8.1 – 8.4	*Writing Assignment 7 DUE 4/18
*Spring Break* *April 19-26*	*** <b>SPRING BREAK</b> *** <b>SPRING BREAK</b> *** <b>SPRING BREAK</b> ***	
<b>Week 11</b> April 30 May 2	Lessons 8.5 – 8.8 Lessons 8.9 – 8.11	

Date/Week	Activity, Assignment, and/or Topic	
<b>Week 12</b> May 7 9	Lessons 8.12– 8.14 *Writing Assignment 8 <i>LESSON 8 TEST</i> ; Lessons 9.1 – 9.5	*Writing Assignment 8 DUE 5/09
<b>Week 13</b> May 14 16	Lessons 9.6 – 9.8 *Writing Assignment 9 <i>LESSON 9 TEST</i> ; Lessons 10.1 – 10.3	*Writing Assignment 9 DUE 5/16
<b>Week 14</b> May 21 23	Lessons 10.4 – 10.7 *Writing Assignment 10 <i>LESSON 10 TEST</i> ; Lessons 11.1 – 11.3	*Writing Assignment 10 DUE 5/23
<b>Week 15</b> May 28 30	Lessons 11.4 – 10.7 *Writing Assignment 11 <i>LESSON 11 TEST</i> ; Lessons 12.1 – 12.4 *Writing Assignment 12	*Writing Assignment 11 DUE 5/30
<b>Week 16</b> June 4 6	<i>LESSON 12 TEST Final Review</i> <a href="#">FINAL EXAM</a>	*Writing Assignment 12 DUE 6/04

\*\*\*Tentative, subject to change without prior notice\*\*\*